



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 11461376
District: Saco School Department
School: Saco Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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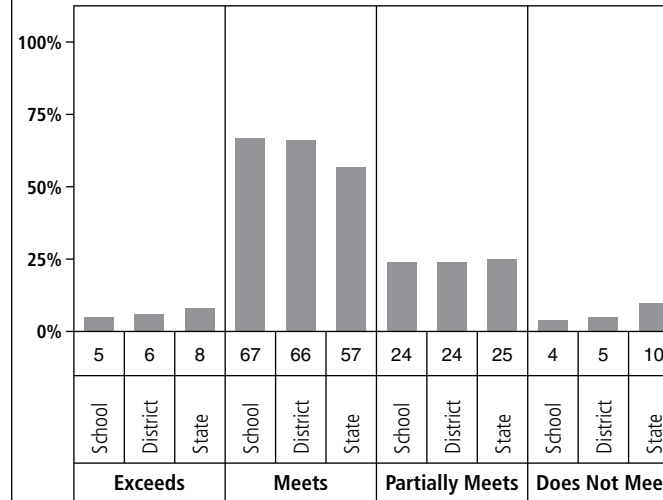
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: Saco School Department
School: Saco Middle School

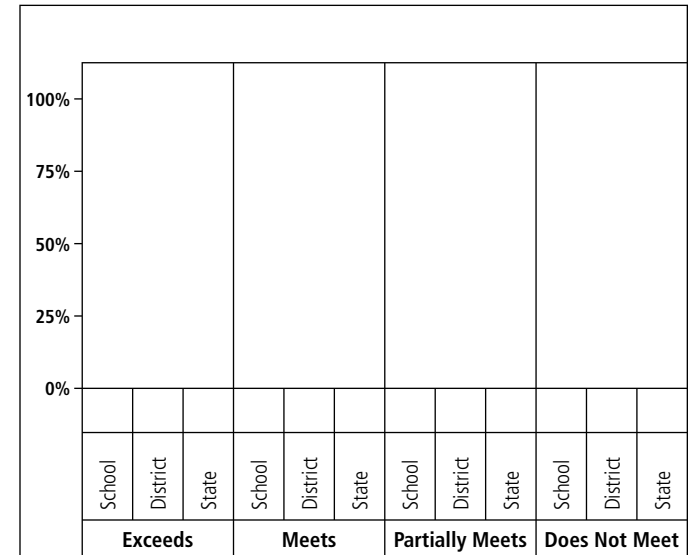
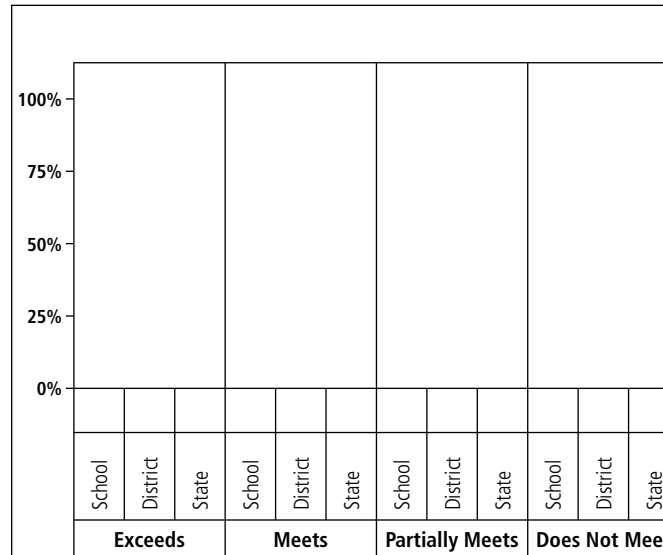
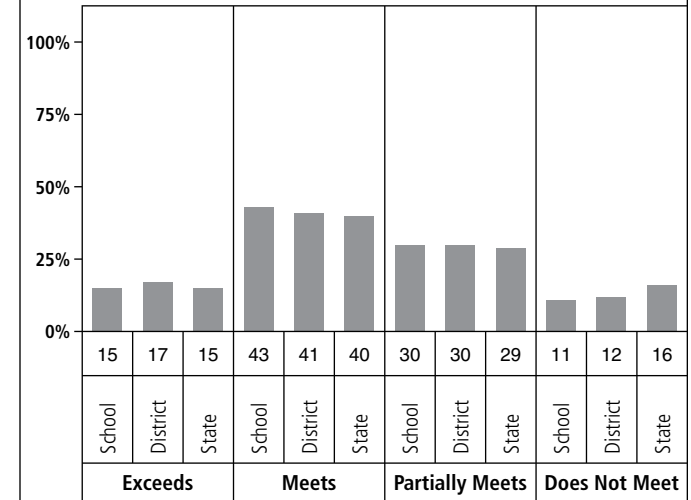
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	645 647 646	645 647 646	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	637 645 641	637 645 641	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Saco School Department
 School: Saco Middle School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		248	100	217	100	14621	100	248	100	217	100	14494	99	248	100	217	100	14498	99												
Ethnicity	African American	4	2	4	2	358	2	4	100	4	100	351	98	4	100	4	100	355	99												
	American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100												
	Asian/Pacific Islander	4	2	4	2	214	1	4	100	4	100	212	99	4	100	4	100	213	100												
	Hispanic	0	0	0	0	164	1	0	0	0	0	160	99	0	0	0	0	159	98												
	White	240	97	209	96	13776	94	240	100	209	100	13665	99	240	100	209	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		36	15	32	15	2570	18	36	100	32	100	2519	99	36	100	32	100	2521	99												
Current LEP		2	1	2	1	292	2	2	100	2	100	284	97	2	100	2	100	290	99												
Economically disadvantaged		58	23	53	24	5456	37	58	100	53	100	5389	99	58	100	53	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	214	86	187	86	11904	81	215	87	188	87	11926	82												
Identified disability (PET/IEP)	8	4	7	4	471	4	7	3	6	3	491	4												
LEP	2	1	2	1	159	1	2	1	2	1	165	1												
504 plan	6	3	5	3	162	1	6	3	5	3	164	1												
Participation with accommodations	32	13	28	13	2382	16	31	13	27	12	2380	16												
Identified disability (PET/IEP)	26	81	23	82	1855	78	27	87	24	89	1843	77												
LEP	0	0	0	0	110	5	0	0	0	0	120	5												
504 plan	0	0	0	0	58	2	0	0	0	0	56	2												
Other	6	19	5	18	389	16	4	13	3	11	390	16												
Participation through alternate assessment (PAAP)	2	1	2	1	198	1	2	1	2	1	192	1												
Identified disability (PET/IEP)	2	100	2	100	193	97	2	100	2	100	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0												
Non-participation – other	0	0	0	0	105	1	0	0	0	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Saco School Department
School: Saco Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	21	9	20	10	1176	8
	2006-2007	12	5	12	6	1132	8
	Cum. Avg.	17	7	16	8	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	127	53	105	52	7612	51
	2006-2007	164	67	142	66	8127	57
	Cum. Avg.	146	60	124	59	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	70	29	56	28	4080	27
	2006-2007	60	24	51	24	3549	25
	Cum. Avg.	65	27	54	26	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	21	9	20	10	2005	13
	2006-2007	10	4	10	5	1478	10
	Cum. Avg.	16	7	15	7	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	34.9	62.3	34.9	62.3	33.8	60.4
Literary Text	28	50	16.6	59.3	16.6	59.3	16.0	57.1
Informational Text	28	50	18.3	65.4	18.2	65.0	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Saco School Department
 School: Saco Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	246	12	5	164	67	60	24	10	4	647	215	6	66	24	5	647	14286	8	57	25	10	646
Ethnicity																						
African American	4										4						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	4										4						208	9	54	26	11	647
Hispanic	0										0						159	6	50	26	18	643
White	238	12	5	158	66	58	24	10	4	647	207	6	66	24	5	647	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	34	0	0	8	24	16	47	10	29	635	30	0	23	43	33	635	2326	1	25	39	35	635
No	212	12	6	156	74	44	21	0	0	649	185	6	73	21	0	649	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	2										2						268	1	32	33	34	635
Economically disadvantaged																						
Yes	58	2	3	29	50	21	36	6	10	643	53	4	47	36	13	642	5269	3	46	33	17	641
No	188	10	5	135	72	39	21	4	2	649	162	6	72	20	2	649	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	246	12	5	164	67	60	24	10	4	647	215	6	66	24	5	647	14278	8	57	25	10	646
Gender																						
Female	123	11	9	88	72	20	16	4	3	650	109	10	70	17	4	650	6997	11	60	21	8	648
Male	123	1	1	76	62	40	33	6	5	645	106	1	62	31	6	645	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	26	0	0	11	42	14	54	1	4	642	16	0	38	63	0	642	1187	3	35	42	20	639
No	220	12	5	153	70	46	21	9	4	648	199	6	68	21	5	648	13099	8	59	23	9	647
Gifted/talented program																						
Yes	0										0						489	35	61	4	0	659
No	246	12	5	164	67	60	24	10	4	647	215	6	66	24	5	647	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Saco School Department
School: Saco Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	6	60	2	20	2	20	643	4	0	50	25	25	639	5	4	40	30	26	639
B. less than one hour	57	7	5	92	67	34	25	5	4	647	58	6	65	25	4	647	60	8	58	24	10	646
C. one to two hours	37	5	6	61	69	20	22	3	3	649	36	7	68	21	4	649	32	9	59	25	7	647
D. more than two hours	2	0	0	4	67	2	33	0	0	643	2	0	80	20	0	645	3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	8	8	76	76	13	13	3	3	650	43	9	76	12	3	650	39	11	62	21	6	648
B. They match some of what I have learned.	48	4	3	78	67	31	26	4	3	647	46	4	64	28	4	646	49	7	57	27	9	646
C. They match just a little of what I have learned.	10	0	0	8	33	13	54	3	13	641	10	0	38	48	14	642	9	5	42	31	21	641
D. There is no match.	1	0	0	1	33	2	67	0	0	639	1	0	33	67	0	639	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	9	12	55	73	11	15	0	0	652	31	13	70	16	0	652	27	16	63	14	7	651
B. good	51	3	2	89	71	29	23	5	4	647	51	3	70	23	5	647	55	6	60	26	9	646
C. fair	16	0	0	19	48	17	43	4	10	641	16	0	50	38	12	641	16	1	43	37	18	640
D. poor	2	0	0	1	25	2	50	1	25	637	2	0	25	50	25	637	2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	9	1	5	13	59	7	32	1	5	646	8	6	67	22	6	647	14	6	48	26	20	642
B. about the same as my regular schoolwork	70	7	4	122	71	36	21	6	4	648	70	5	70	21	3	648	65	8	59	25	8	647
C. easier than my regular schoolwork	21	4	8	28	55	16	31	3	6	646	22	9	51	32	9	645	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	6	50	4	33	2	17	639	5	0	45	36	18	638	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	42	2	2	62	61	32	32	5	5	645	41	2	62	31	5	646	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	53	10	8	94	72	23	18	3	2	650	54	9	70	17	3	650	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	4	4	62	60	30	29	7	7	646	45	4	60	28	7	646	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	54	8	6	95	72	27	20	2	2	649	51	7	72	20	1	649	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	7	70	2	20	1	10	645	5	0	60	20	20	643	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	16	6	16	24	63	8	21	0	0	652	16	18	62	21	0	652	18	12	61	19	8	649
B. 20 minutes to an hour	61	5	3	108	72	31	21	5	3	648	61	4	72	20	4	648	51	9	60	23	7	647
C. less than 20 minutes	12	0	0	19	66	8	28	2	7	645	11	0	67	25	8	645	13	5	53	28	14	644
D. I rarely read at home.	11	1	4	12	43	12	43	3	11	642	12	4	38	46	12	641	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	628	33	0	0	0	100	628						
C.	67	0	0	1	50	1	50	0	0	641	67	0	50	50	0	641						
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Saco School Department
School: Saco Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	10	4	10	5	1463	10
	2006-2007	38	15	37	17	2092	15
	Cum. Avg.	24	10	24	12	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	94	39	80	40	5914	40
	2006-2007	107	43	88	41	5731	40
	Cum. Avg.	101	42	84	40	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	78	33	65	33	4494	30
	2006-2007	74	30	65	30	4175	29
	Cum. Avg.	76	31	65	31	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	56	24	45	23	3014	20
	2006-2007	27	11	25	12	2308	16
	Cum. Avg.	42	17	35	17	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	8.7	48.3	8.7	48.3	8.3	46.1
Cluster 2: Shape and Size	14	25	6.9	49.3	7.0	50.0	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	5.9	73.8	5.9	73.8	5.6	70.0
Cluster 4: Patterns	16	29	11.2	70.0	11.1	69.4	10.8	67.5

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Saco School Department
 School: Saco Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	246	38	15	107	43	74	30	27	11	645	215	17	41	30	12	645	14306	15	40	29	16	643
Ethnicity																						
African American	4										4						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	4										4						211	24	37	27	12	648
Hispanic	0										0						158	11	36	30	23	640
White	238	37	16	103	43	71	30	27	11	645	207	17	41	30	12	645	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	34	0	0	9	26	7	21	18	53	627	30	0	20	23	57	625	2334	3	18	32	47	628
No	212	38	18	98	46	67	32	9	4	648	185	20	44	31	4	649	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	2										2						275	5	24	29	41	631
Economically disadvantaged																						
Yes	58	5	9	23	40	17	29	13	22	640	53	9	36	32	23	639	5282	7	32	36	26	637
No	188	33	18	84	45	57	30	14	7	647	162	20	43	30	8	647	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	246	38	15	107	43	74	30	27	11	645	215	17	41	30	12	645	14298	15	40	29	16	643
Gender																						
Female	123	21	17	46	37	42	34	14	11	645	109	19	35	34	12	645	7004	14	41	30	15	644
Male	123	17	14	61	50	32	26	13	11	646	106	15	47	26	11	646	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	26	2	8	6	23	12	46	6	23	637	16	13	19	44	25	637	1196	3	24	43	30	634
No	220	36	16	101	46	62	28	21	10	646	199	18	43	29	11	646	13110	16	42	28	15	644
Gifted/talented program																						
Yes	0										0						489	59	37	4	1	664
No	246	38	15	107	43	74	30	27	11	645	215	17	41	30	12	645	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: Saco School Department
 School: Saco Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 57 37 2	0 19 19 0	0 14 21 0	6 61 38 1	60 44 43 17	2 42 24 4	20 30 27 67	2 16 8 1	20 12 9 17	640 645 648 637	4 58 36 2	0 15 25 0	50 43 39 20	25 30 26 80	25 13 9 0	637 645 648 639	5 60 32 3	11 15 15 12	29 41 41 34	25 29 30 31	35 15 13 23	635 644 644 639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	55 39 6 1	20 17 1 0	15 18 7 0	67 35 4 0	50 37 29 0	38 31 4 1	28 33 29 50	9 12 5 1	7 13 36 50	648 644 634 623	56 37 6 1	16 21 8 0	48 33 33 0	28 33 25 67	8 14 33 33	648 644 634 627	47 42 9 2	19 12 7 5	44 39 27 14	26 32 36 24	11 17 30 57	647 642 635 625
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	30 53 14 3	22 15 1 0	31 12 3 0	42 54 8 0	58 42 23 0	7 43 20 4	10 33 57 57	1 17 6 3	1 13 17 43	655 643 636 629	29 55 14 3	36 12 3 0	49 41 28 0	13 33 48 67	2 14 21 33	655 643 636 631	28 50 19 3	31 11 3 2	45 44 28 16	16 31 43 41	8 14 27 41	652 643 635 629
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 74 11	3 28 7	8 16 27	12 84 9	32 47 35	15 51 8	39 28 31	8 16 2	21 9 8	639 646 649	14 75 11	10 17 30	30 44 30	37 29 30	23 9 9	638 646 649	23 62 15	7 14 30	35 43 40	34 30 21	25 14 10	638 644 651
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	45 50 5	15 19 4	14 15 36	43 61 1	39 50 9	38 32 4	35 26 36	14 11 2	13 9 18	644 646 647	46 49 5	15 17 36	39 46 9	33 27 36	13 9 18	644 646 647	47 49 3	13 17 13	40 41 30	31 28 27	17 14 30	643 645 638
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	7 44 41 8	2 13 20 3	11 12 20 16	5 45 46 8	28 42 46 42	8 30 30 6	44 28 30 32	3 18 4 2	17 17 4 11	641 643 649 645	7 44 41 8	14 13 23 17	21 39 45 39	43 31 27 33	21 17 5 11	639 642 650 644	16 35 38 12	11 14 16 15	34 41 43 36	34 29 28 29	22 15 13 20	640 644 645 642
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	6 51 33 11	1 22 11 4	7 18 14 15	3 55 33 15	20 45 42 58	5 34 29 6	33 28 37 23	6 12 6 1	40 10 8 4	634 646 646 651	6 49 33 12	8 20 16 15	8 44 39 54	38 26 37 27	46 10 9 4	631 647 645 650	11 40 25 24	15 15 15 13	36 42 40 40	30 28 30 30	19 15 14 18	642 644 644 642
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	8 37 52 3	2 9 26 1	11 10 21 13	7 39 57 3	37 43 45 38	5 31 34 3	26 34 27 38	5 11 9 1	26 12 7 13	639 644 648 642	7 37 53 3	13 12 22 14	40 40 42 43	13 36 28 29	33 13 7 14	639 644 648 642	7 37 42 14	10 12 17 17	30 39 43 40	28 32 27 28	32 17 12 14	636 642 646 645
Optional school/district question A. B. C. D.	0 33 67 0	 0 1 	 0 50 	 0 0 0 	 0 0 1 	 0 0 1 	 0 50 0 	 1 0 0 	 100 0 0 	 622 648 	 0 33 67 0	 0 50 	 0 0 0 	 0 0 50 	 100 0 0 	 622 648 	 	 	 	 	 	